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ABSTRACT

Graduates of the career and technical education (CTE) teacher education program at Western Michigan University (WMU) were surveyed 5 years after graduation to determine their employment patterns, salaries, job satisfaction, and satisfaction with WMU's CTE teacher education program. Questionnaires were mailed to 143 CTE teachers. Responses were received from 80 (56%) of them. Selected findings were as follows: (1) 85% of the WMU CTE teacher education graduates are employed in education; (2) 59% are employed at the high school level, and 13% are employed at the middle school level; (3) 83% of graduates stated that they use the knowledge and skills learned in WMU's CTE professional education preparation; (4) 83% of the graduates rated WMU's CTE professional education preparation as excellent (35%) or good (48%); (5) overall, the graduates were very satisfied (60%) or satisfied (35%) with their CTE professional education courses at WMU; (6) overall the graduates were very satisfied (50%) or satisfied (33%) with their present employment status; (7) 50% of the respondents who are employed in education were earning between $30,000 and $35,000 annually versus 40% of respondents who are employed in business and industry; and (8) the reported level of job satisfaction was higher among graduates employed in education than among graduates employed in business and industry (81% versus 72%). (MN)

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TITLE:
Where Do CTE Teacher Education Graduates Go?
Career & Technical Teacher Education Five-Year Graduate Follow-Up Study

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ABSTRACT:
(This report was presented at a round table at the annual conference for the Association for Career & Technical Education in Las Vegas, Nevada in December 2002.) This report represents the results of a 5-year follow-up study of graduates from Western Michigan University's undergraduate CTE teacher education program and highlights satisfaction rates, percentage of related training, and salaries. The report focuses on degree of satisfaction with the program, training received, practical application of knowledge, as well as differences in salary and employment satisfaction among students entering the field of education as well as those who go into business and industry. The majority of the respondents, eighty-five percent (85%), are currently employed in education. The majority of respondents, fifty-nine percent (59%), are employed at the high school level, with thirteen percent (13%) in middle schools, three percent (3%) in area technical centers, and one percent (1%) teaching in an elementary school. Eighty-three percent (83%) of the respondents report that they are satisfied with their present employment status. Eighty-three percent (83%) of the respondents felt that their CTE professional education courses prepared them well for their current position. Similarly, eighty-three percent (83%) of the respondents report that they use the knowledge and skills learned in their CTE professional education courses in their current position. Eighty-five percent (85%) of the respondents report that they are satisfied with their CTE professional education courses at WMU. The majority of the respondents, fifty percent (50%), currently earn a salary between $30,000 - $35,000. Twenty-five percent (25%) currently earn a salary between $35,000 - $40,000, sixteen percent (16%) earn $25,000 - $30,000, four percent (4%) earn $40,000 - $45,000, and one percent (1%) earns less than $25,000. Eighty-three percent (83%) of the respondents report that they are satisfied with their present employment. The Pearson's correlation coefficient was used to access the strength and direction of the relationship between employment (education versus business/industry) and program satisfaction-career preparation, program satisfaction-overall, and employment satisfaction. (The moderate associations indicated for graduates employed in business and industry may be diminished by the relatively small population size.) An analysis of (place of employment and program satisfaction - career preparation indicates a moderate association overall (.436 at the .01 level of significance) between these variables; with a weak association (.169) among graduates employed in education and a moderate association (.400) for those employed in business and industry. An analysis of place of employment and program satisfaction - overall program indicates a moderate association (.360) between these variables for those employed in business and industry. An analysis of place of employment and employment satisfaction indicates a moderate association (.432) between these variables for those employed in business and industry. The report includes a program evaluation framework for career and technical teacher education, and provides suggestions to agencies who wish to conduct similar follow-up studies for teacher candidates. The report concludes with recommendations for using follow-up data for CTE teacher education programs in the following areas: Business and Financial Management; Instructional Management; Program Planning, Development, and Evaluation; School-Community Relations; and Student Services.

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Toward a Comprehensive Evaluation Framework

The Use of the Follow-Up Study in Process and Product Program Evaluation and Promotion

Why evaluate programs?

- Excellence in education reform movement of 1980's
- Funding
- Recent accountability movement
- Program improvement/growth
- Student success

Program evaluation framework

- Rigorous, systematic evaluation
- Integrate evaluation efforts into on-going curriculum development activities

Program evaluation framework

Curriculum Planning & Development

CONTEXT EVALUATION

- Should curriculum be offered?
- Determine program goals/objectives
  - needs assessment, task analysis

INPUT EVALUATION

- What curriculum materials should be used?
- Identify appropriate instructional delivery methods
  - Literature and curriculum examination, pilot test

Program evaluation framework

Curriculum Planning & Development

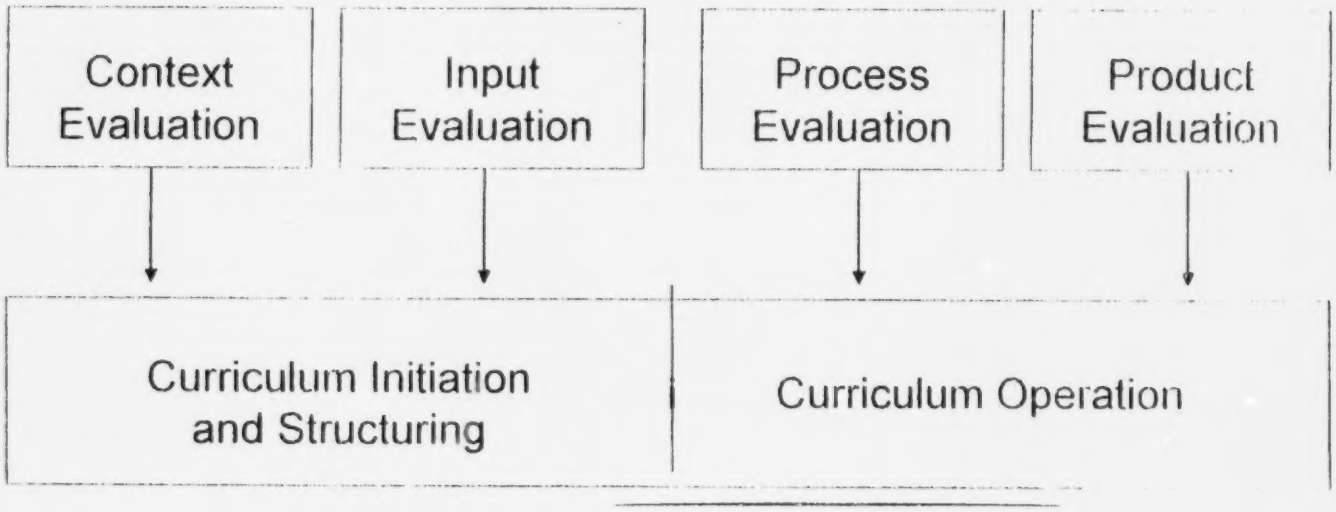
PROCESS EVALUATION

- Focus is on current students (short-range, in-school effects)
- How are learners performing?
  - instructor/course evaluations, student satisfaction

PRODUCT EVALUATION

- Focus is on program graduates (mobility, satisfaction, job entry skills, related employment, employer satisfaction, entry salary and rate of increase
  - surveys

Program evaluation framework



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Where Do CTE Teacher Education Graduates Go?

Career & Technical Teacher Education 5-Year Graduate Follow-Up Study

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- **Survey Procedures**

→ Mail survey to 143 CTE Teacher Education Graduates (80 respondents; 56% response rate)
→ Survey patterned after Kalamazoo Valley Community College and Michigan Department of Education follow-up instruments
→ Fourteen-item survey accompanied by a cover letter with business reply envelope
→ Graduates contacted to obtain permission to utilize their testimonials for program marketing purposes
→ Data related to graduates employed in business and industry was extracted and analyzed (i.e., how do satisfaction rates, salaries, etc., differ among graduates employed in education and those in business and industry?)
  ⇒ Statistical analysis revealed no significant correlation, positive or negative, between place of employment, satisfaction rates, or salaries
  ⇒ Fourteen percent of WMU CTE Teacher Education graduates are employed in business and industry

- **Key Findings**

→ Eighty-five percent of WMU CTE Teacher Education graduates are employed in Education
→ Fifty-nine percent of graduates are employed at the high school level; 13% in middle schools
→ Eighty-three percent of graduates felt that their CTE Professional Education preparation at WMU was Excellent (35%) or Good (48%)
→ Overall, graduates were Very Satisfied (60%) or Satisfied (35%) with their CTE Professional Education courses at WMU
→ Overall, graduates were Very Satisfied (50%) or Satisfied (33%) with their present employment status

- **Suggested Improvements to Follow-Up Instruments/Procedures**

→ Devise a Web-based form as an alternative data collection method
→ Add item regarding length of teaching service
→ Add item regarding date of graduation (Note: This was determined by date of Internship for this study)
→ Conduct a follow-up telephone interview or send a second mailing to non-respondents
→ Dependent upon resources and the size of the population, use a telephone interview as the primary data collection method (particularly for annual surveys)

USING FOLLOW-UP DATA FOR CTE TEACHER EDUCATION PROGRAMS

- **Business and Financial Management**

  Develop state funding applications (i.e. teacher education grants under Perkins legislation)

  Prepare federal proposals (i.e. National Science Foundation requirements for longitudinal studies)

- **Instructional Management**

  Direct curriculum development efforts (i.e. sequencing of topics, validation of learning activities, additions/deletions to existing courses)

- **Program Planning, Development, and Evaluation**

  Plan new programs (i.e. Master's degree in CTE leading to initial certification)

  Meet accreditation/accountability standards for program evaluation (i.e. NCATE annual/periodic reviews)

- **School-Community Relations**

  Promote the CTE teacher education program (i.e. Alumni newsletters, web site data and student testimonials for recruitment, internal promotion with University administrators and counseling staff)

- **Student Services**

  Provide systematic guidance services (i.e. use of counseling sheets)

  Assist in graduate placement (i.e. Graduate Directories sent to CTE administrators)

CAREER AND TECHNICAL EDUCATION AT WESTERN MICHIGAN UNIVERSITY

DESCRIPTION OF THE PROGRAM

Institutional Background

Western Michigan University (WMU) located in Kalamazoo, Michigan is a dynamic student-centered institution founded in 1903. A total of 28,931 students were enrolled during 2001-2002. Of those enrolled 23,156 were undergraduate and 5,775 were graduate students. The Carnegie Foundation for the Advancement of Teaching has designated WMU, as a Doctoral/Research University-Extensive, a designation that places the University in the highest classification for U.S. higher education.

According to the most recent data available from the American Association Colleges of Teacher Education (AACTE), WMU is also a leading national producer of educational personnel (administrators, counselors, elementary, middle, and secondary teachers). In fact, the University ranks second among all Doctoral/Research University–Extensive Institutions in the overall production of education personnel in the country; and, fourth overall among all teacher education institutions in the country.

Since 1910 Western Michigan University (WMU) has offered career and technical teacher education. All career and technical education (CTE) program majors and minors have been approved by the Michigan State Board of Education and accredited by North Central Accreditation for Teacher Education (NCATE). The teacher education program at WMU is comprehensive offering both undergraduate and graduate education in Career and Technical Education. The University through its College of Education, Department of Family and Consumer Sciences and the Division of Continuing Education offers two different (BS) degrees at the undergraduate level for students in career and technical education.

The WMU model for CTE teacher education involves a core of professional education courses and an intern teaching experience taken by all CTE students, which is instructed and supervised by faculty from the College of Education. Technical content requirements are delivered by faculty from the Colleges of Business, Engineering, and Health and Human Services depending upon the selected major or minor. However, all CTE undergraduate students must have a minimum of 122 credits for graduation.

At the graduate-level, the College of Education offers a Master's (MA) degree in Career and Technical Education. Beginning in the fall of 2001, the University initiated a Leadership Development Program (LDP), as part of its Master's degree program, to prepare future CTE administrators. A Doctoral (Ed.D.) degree in Educational Leadership with a concentration in Career and Technical Education and delivered in partnership with Ferris State University is also available to interested students.

A. Program Philosophy

Regardless of the type of CTE degree or program undertaken at WMU, the curriculum and practice of the career and technical teacher education program at WMU is conducted and based on the following published beliefs:

1. Education for employability, broadly conceived and for the long term, and as generally and specifically provided through career and technical education, is within the purview of public education at the secondary, post-secondary, and adult levels.

2. Pedagogy is important to the preparation of career and technical education personnel.

3. The design for career and technical teacher education programs must be intellectually well grounded, including strong components in subject matter content, liberal studies, pedagogy, and clinical experiences.

4. Professional preparation in career and technical education should be student-centered, but relevant to the changing nature of work, changes in the workplace, new and emerging technology, and the needs of the employment community.

5. Learning to teach or supervise is viewed as a long-term, developmental process.

6. Teaching and learning should be done within the context of inquiry.

7. Education in career and technical education should be conducted in collaboration with area technical centers, public schools, and community colleges.

8. Public schools, area technical centers, and community colleges can accommodate individuals with varying levels of occupational preparation and experiences.

9. Career and technical education programs should be staffed with personnel from a broad array of clientele appropriate to the subject matter to be taught and congruent with the egalitarian goals of society; and,

10. There is no single " best" method or delivery system with which to initially prepare and credential career and technical education personnel.

B. Undergraduate Program

At the undergraduate level the University offers two degrees in career and technical education: 1) A Bachelor of Science in Education (on-campus); and, 2) a Bachelor of Science in Occupational Education Studies (Articulated Teacher Prearation Program). Acquired competencies prepare individuals for career and technical education (CTE) programs and gainful employment in various teaching disciplines. Education candidates accepted into the College of Education must have met the following criteria:

1. Completion of a Human Development course with a grade of "C" or better,
2. Achievement of a cumulative grade point average (GPA) of 2.5 or higher,
3. Achievement of passing scores on the Michigan Test for Teacher Certification (MTTC)-Basic Skills Section,
4. Completion of 35 credit hours; and,
5. Completion of approved college level writing course.

For the 2001-2002 school year, a total of 214 students with a CTE major and 38 students with a CTE minor were enrolled and accepted into the College of Education.

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2. Pre-Education CTE Undergraduate Students

Education candidates pursuing a CTE teachable major, but awaiting official admission into the College of Education are considered pre-education (PED) or pre-occupational education studies (P-OES) students.

Bachelor of Science (BS) in Education is an on-campus degree program leading to a State of Michigan K-12 or Secondary Provisional Certificate (depending on the teachable major or minor). Although vocational endorsement is available for a few selected majors and minors, this on-campus degree program appeals primarily to individuals seeking to become teachers of career and technical education programs in public and private middle schools, junior high schools, and comprehensive high schools.

The **Bachelor of Science (BS) in Occupational Education Studies** is an articulated teacher preparation degree completed in partnership between WMU and 14 Michigan Community Colleges. The degree is designed specifically for those individuals who wish to become certified teachers in a technical subject major as approved by the Michigan State Board of Education. The program appeals to individuals desiring to teach technical programs in area technical centers, comprehensive high schools, and trade academies. This degree program leads to a State of Michigan Provisional Certificate with a vocational endorsement.

C. Masters Degree in Career & Technical Education

The M.A. degree in career and technical education reflects contemporary legislation, national trends, and critical issues that affect state and national work force development. Students expand their expertise in career and technical education program administration, acquire advanced curriculum and instructional competencies in career-related training programs, school-to-work initiatives, student leadership development, and special populations.

Required course work, developed from the published research body of knowledge of the professional areas, strengthens students' abilities to teach career and technical education and to develop and implement new programs and curricula at secondary and post-secondary levels. During the 2001-2002 school year a total of 45 students were on a program of work leading to a Master's degree in Career and Technical Education and an additional 25 students were on a program plan leading to professional or continuing certification in a CTE program area.

D. Doctor of Education (Ed.D.) Degree

The doctoral (Ed.D.) degree in Educational Leadership with a concentration in Career & Technical Education (CTE) requires a 90 credit hour minimum beyond the bachelor's degree. The degree is awarded from WMU, but is done in cooperation with Ferris State University (FSU), a 4-year public university located in Big Rapids, Michigan. All CTE courses are articulated between the institutions and participants have the option of completing a Total Quality Management (TQM) certificate awarded from FSU, as part of the doctoral degree program.

The career and technical education concentration within the Doctor of Education in Educational Leadership is designed to enhance skills in administrative leadership, curriculum, or instruction for individuals involved in adult, secondary, postsecondary, and four-year institutions. During the 2001-02 school year a total of 25 candidates were accepted and enrolled in this doctoral concentration.

Career and Technical Education

Five-Year Undergraduate Follow-up Survey (Completed in Fall, 2001)

The following statistics were obtained from a Five Year Follow-up Study of CTE teacher education program graduates who had graduated between 1997 and 2001.

A mailed survey was sent to 143 CTE teacher education graduates. A total of 80 surveys were returned for a response rate of 56%.

1. Highest Education Attained:
   a. BA/BS (80%)
   b. BA/BS +15 (15%)
   c. MA/MS (5%)
   d. MA/MS +15
   e. EdS
   f. EdD/PhD
   g. Other (please explain) _____
   h. Other Industry Certification _____

2. Are you currently enrolled in a graduate program?
   a. Yes (44%)
   b. No (56%)

3. What is your current employment status?
   a. Employed in Education (85%)
   b. Employed in Business/Industry (14%)
   c. Work in Non-Compensated Capacity (e.g. Homemaker, Volunteer, etc.) (0.0%)
   d. Not employed, seeking work (0%)
   e. Not employed, not seeking work (1%)

4. If your present job is NOT related to the courses you've taken in the CTE Professional Education program at WMU, why? Please select only ONE answer.
   a. I accepted a non-CTE teaching position. (1%)
   b. I accepted a position outside of education. (9%)
   c. Other (please explain) (4%)
   d. No Response/na (86%)

5. How many job interviews for a teaching position did you have before accepting your current position?
   a. 1 (33%)
   b. 2-3 (34%)
   c. 4-5 (13%)
   d. More than 5 (5%)
   e. No Reponse/na (16%)

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6. Please provide your current employer information.

7. Indicate the type of institution where your primary assignment occurs (60% or more).
    a. Elementary School (1%)
    b. Middle School (13%)
    c. High School (59%)
    d. Area Technical Center (3%)
    e. Community College
    f. University
    g. Other (please explain) (9%)
    h. No Response/na (16%)

8. How well did the CTE Professional Education courses you took at WMU prepare you for your current position?
    a. Preparation was excellent (35%) overall, (37%) Education, (33%) Bus/Ind.
    b. Preparation was good (48%) overall, (49%) Education, (33%) Bus/Ind.
    c. Preparation was fair (4%) overall (4%) Education, (8%) Bus/Ind.
    d. Preparation was poor
    e. No Response/na (13%) overall, (10%) Education, (25%) Bus/Ind.

9. In your present position, how much do you use the knowledge and skills learned in your CTE Professional Education courses?
    a. Frequently (58%) overall, (63%) Education, (27%) Bus/Ind.
    b. Occasionally (25%) overall, (21%) Education, (55%) Bus/Ind.
    c. Seldom (5%) overall, (6%) Education, (0%) Bus/Ind.
    d. Never
    e. No Response/na (12%) overall, (10%) Education, (18%) Bus/Ind.

10. Overall, how satisfied are you with your CTE Professional Education courses at WMU?
    a. Very Satisfied (60%) overall, (57%) Education, (90%) Bus/Ind.
    b. Satisfied (35%) overall, (38%) Education, (10%) Bus/Ind.
    c. Somewhat Satisfied (3%) overall, (3%) Education, (0%) Bus/Ind.
    d. Not Very Satisfied (1%) overall, (1%) Education, (0%) Bus/Ind.
    e. No Response/na (1%) overall, (1%) Education, (0%) Bus/Ind.

11. Information about salaries of WMU graduates is treated confidentially. Please indicate your current salary.
    a. Up to $25,000 (1%) overall, (1%) Education, (0%) Bus/Ind.
    b. $25,000 - $30,000 (16%) overall, (17%) Education, (10%) Bus/Ind.
    c. $30,000 - $35,000 (50%) overall, (52%) Education, (40%) Bus/Ind.
    d. $35,000 - $40,000 (25%) overall, (26%) Education, (20%) Bus/Ind.
    e. $40,000 - $45,000 (4%) overall, (1%) Education, (10%) Bus/Ind.
    f. Over $45,000 (1%) overall, (1%) Education, (10%) Bus/Ind.
    g. No Response/na (3%) overall, (0%) Education, (10%) Bus/Ind.

12. Overall, how satisfied are you with your present employment status?
    a. Very Satisfied (50%) overall, (50%) Education, (45%) Bus/Ind.
    b. Satisfied (33%) overall, (31%) Education, (27%) Bus/Ind.
    c. Somewhat Satisfied (14%) overall, (13%) Education, (18%) Bus/Ind.
    d. Not Very Satisfied (4%) overall, (4%) Education, (0%) Bus/Ind.
    e. No Response/na (0%) overall, (1%) Education, (9%) Bus/Ind.

WMU CTE Teacher Education Program
Five Year Follow-Up Study

Results of a 5-year follow-up study of graduates from WMU's undergraduate CTE teacher education program highlight satisfaction rates, percentage of related training, and salaries. This summary focuses on degree of satisfaction with the program, training received, practical application of knowledge, as well as differences in salary and employment satisfaction among students entering the field of education as well as those who go into business and industry.

A mail survey of 143 CTE teacher education program graduates from winter 1997 to spring 2001 was completed in December 2001. Eighty surveys were returned, for a **response rate of 56%**. A statistical summary follows.

Level of Education

The majority of the respondents, **eighty percent** (80%), currently hold either a BA or BS degree, with an additional fifteen percent (15%) reporting a BA or BS +15 hours. The remaining five percent currently hold a MA or MS degree. Forty-four percent (44%) of the respondents are currently enrolled in a graduate program; nineteen of these thirty-five students, or fifty-four percent (54%), are currently enrolled in a graduate program at WMU.

Employment Status

The majority of the respondents, **eighty-five percent** (85%), are currently employed in education. Fourteen percent (14%) are employed in business and industry, while 1% is not employed or currently seeking work.

Seventy-eight percent (78%) of the respondents are employed in Michigan, three percent (3%) are employed in Illinois, and one percent each (1%) are employed in Indiana and Colorado. Eighteen percent (18%) of the graduates did not respond to this question.

Thirty-three percent (33%) of the graduates report having one teaching interview prior to accepting their current position, thirty-four percent (34%) report having had 2-3 interviews; thirteen percent (13%) had 4-5 interviews, with five percent (5%) attending more than 5 interviews. Sixteen percent (16%) of the graduates did not respond to this question.

The majority of respondents, **fifty-nine percent** (59%), are employed at the high school level, with thirteen percent (13%) in middle schools, three percent (3%) in area technical centers, and one percent (1%) teaching in an elementary school. Nine percent (9%) reported employment in business and industry. Sixteen percent (16%) of the graduates did not respond to this question.

Program Satisfaction - Career Preparation

Overall:

Eighty-three percent (83%) of the respondents felt that their CTE professional education courses prepared them well for their current position; thirty-five percent (35%) rate their preparation as excellent, forty-eight percent (48%) as good, and four percent (4%) as fair. Thirteen percent (13%) of the graduates did not respond to this question.

Education:

Eighty-six percent (86%) of the respondents who are ***employed in education*** felt that their CTE professional education courses prepared them well for their current position; thirty-seven percent (37%) rate their preparation as excellent, forty-nine percent (49%) as good, and four percent (4%) as fair.

Business/Industry:

Sixty-six percent (66%) of the respondents who are ***employed in business and industry*** felt that their CTE professional education courses prepared them well for their current position; thirty-three percent (33%) rate their preparation as excellent, thirty-three percent (33%) as good, and eight percent (8%) as fair.

Program Satisfaction - Practical Application of Knowledge

Overall:

Similarly, **eighty-three percent** (83%) of the respondents report that they use the knowledge and skills learned in their CTE professional education courses in their current position; Fifty-eight percent (58%) frequently, twenty-five percent (25%) occasionally, and five percent (5%) seldom. Twelve percent (12%) of the graduates did not respond to this question.

Education:

Eighty-four percent (84%) of the respondents who are ***employed in education*** report that they use the knowledge and skills learned in their CTE professional education courses in their current position; Sixty-three percent (63%) frequently, twenty-one percent (21%) occasionally, and six percent (6%) seldom. Ten percent (10%) of the graduates employed in education did not respond to this question.

Business/Industry:

Eighty-two percent (82%) of the respondents who are ***employed in business and industry*** report that they use the knowledge and skills learned in their CTE professional education courses in their current position; Twenty-seven percent (27%) frequently, fifty-five percent (55%) occasionally, and zero percent (0%) seldom. Eighteen percent (18%) of the graduates employed in business and industry did not respond to this question.

Program Satisfaction - Overall Program

Overall:

Eighty-five percent (85%) of the respondents report that they are satisfied with their CTE professional education courses at WMU; Sixty percent (60%) are very satisfied, thirty-five percent (35%) satisfied, three percent (3%) somewhat satisfied, and one percent (1%) not very satisfied. One percent (1%) of the graduates did not respond to this question.

Education:

Ninety-five percent (95%) of the respondents who are ***employed in education*** report that they are satisfied with their CTE professional education courses at WMU; fifty-seven percent (57%) are very satisfied, thirty-eight percent (38%) satisfied, three percent (3%) somewhat satisfied, and one percent (1%) not very satisfied.. One percent (1%) of the graduates employed in education did not respond to this question.

Business/Industry:

One hundred percent (100%) of the respondents who are ***employed in business and industry*** report that they are satisfied with their CTE professional education courses at WMU; ninety percent (90%) are very satisfied, and ten percent (10%) satisfied.

Salaries

Overall:

The majority of the respondents, **fifty percent** (50%), currently earn a salary between $30,000 - $35,000. Twenty-five percent (25%) currently earn a salary between $35,000 - $40,000, sixteen percent (16%) earn $25,000 - $30,000, four percent (4%) earn $40,000 - $45,000, and one percent (1%) earns less than $25,000. Three percent (3%) of the graduates did not respond to this question.

Education:

Fifty-two percent (52%) of the respondents who are ***employed in education*** currently earn a salary between $30,000 - $35,000. Twenty-six percent (26%) currently earn a salary between $35,000 - $40,000, seventeen percent (17%) earn $25,000 - $30,000, one percent (1%) earn $40,000 - $45,000, and one percent (1%) earns less than $25,000. All graduates employed in education answered this question.

Business/Industry:

Forty percent (40%) of the respondents who are ***employed in business and industry*** currently earn a salary between $30,000 - $35,000. Twenty percent (20%) currently earn a salary between $35,000 - $40,000, ten percent (10%) earn $25,000 - $30,000, ten percent (10%) earn $40,000 -

$45,000, and zero percent (0%) earn less than $25,000. Ten percent (10%) of the graduates employed in business and industry did not respond to this question.

Employment Satisfaction

Overall:

Eighty-three percent (83%) of the respondents report that they are satisfied with their present employment status; fifty percent (50%) are very satisfied, thirty-three percent (33%) satisfied, fourteen percent (14%) somewhat satisfied, and four percent (4%) not very satisfied.

Education:

Eighty-one percent (81%) of the respondents who are ***employed in education*** report that they are satisfied with their present employment status; fifty percent (50%) are very satisfied, thirty-one percent (31%) satisfied, thirteen percent (13%) somewhat satisfied, and four percent (4%) not very satisfied. One percent (1%) of the graduates employed in education did not respond to this question.

Business/Industry:

Seventy-two percent (72%) of the respondents who are ***employed in business and education*** report that they are satisfied with their present employment status; forty-five percent (45%) are very satisfied, twenty-seven percent (27%) satisfied, eighteen percent (18%) somewhat satisfied, and zero percent (0%) not very satisfied. Nine percent (9%) of the graduates employed in business and industry did not respond to this question.

Pearson's Correlation Coefficient

The Pearson's correlation coefficient is a statistical procedure used to access the strength and direction of the relationship between two variables. The moderate associations indicated below for graduates employed in business and industry may be diminished by the relatively small population size.

Place of Employment and Program Satisfaction - Career Preparation:

An analysis of (1) place of employment and (2) program satisfaction - career preparation indicates a moderate association overall (.436 at the .01 level of significance) between these variables; with a weak association (.169) among graduates employed in education and a moderate association (.400) for those employed in business and industry.

Place of Employment and Program Satisfaction - Overall Program:

An analysis of (1) place of employment and (2) program satisfaction - overall program indicates a moderate association (.360) between these variables for those employed in business and industry.

Place of Employment and Employment Satisfaction:

An analysis of (1) place of employment and (2) employment satisfaction indicates a moderate association (.432) between these variables for those employed in business and industry.

Career and Technical Education

Student Testimonials

Name	Present Employer	Comments
Micki Allen	St. Joseph Co. ISD Centreville, MI	Awesome program and professors! Suggestion: continue to offer courses that accommodate the employed student - spring/summer, weekend accelerated courses.
Linda Barkalow	Galesburg-Augusta High School Galesburg, MI	Preparation in the CTE courses was excellent. I refer to the notebooks prepared in CTE344 and CTE410 (pre-internship) frequently. Also, the text in410 has been helpful. I have used the course pak from CTE305 many times, referring to career and employability skills. Basically, implementation of the concepts of CTE (i.e., integration of academics) is difficult and sometimes unheard of. Lack of available funds and time is always a problem.
Nathan Beebe	Eisenhower High School Blue Island, IL	The teachers were very knowledgeable and caring.
Kelly Broschak	Hudsonville Public Schools Hudsonville, MI	Of the courses taken through the CTE program, the most helpful were the methods courses (how to teach). The theory courses were/are not really very valuable in terms of day-to-day teaching. The CTE program fully met my educational needs in a caring, student-centered fashion. The personal attention made a huge impact on me, both personally and professionally.
Edward Clements	Bay City Public Schools Wenona Center Bay City, MI	The CTE program was great. I really enjoyed it. The people involved really cared about each student and took an interest in our education and career success. Tell Ms. Buckley and Dr. Zinser "thank you" for everything they did for me.
Paula De Lanoy	PG Consulting Howell, MI	I completed my CTE program as post-bac work and it was by far the best program I experienced at WMU. The curriculum, the extra-curricular activities and professors were all great! I was/am completely prepared for my career because the curriculum was current and relevant. I would recommend the

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		program to anyone.
Robin Ellison	Hanover-Horton High School Horton, MI	I think the program was very beneficial, and I have recommended it to others.
Diane Fort	Climax-Scotts Comm. Schools, Climax, MI	I thought it was a great program with a very knowledgeable staff.
Craig Jeffers	Frankfort-Elberta Area Schools Frankfort, MI	The CTE instructors were wonderful!!
Jennifer Kapica	Dexter High School Dexter, MI	Eileen Buckley is an amazing support person for each of her students.
Susan Kleppert	Mendon High School Mendon, MI	Currently long-term substitute for Mendon HS in Business Dept. All WMU-CTE Instructors are very caring. Classes are informative. I enjoyed them more than any of my other classes at WMU.
Patrick Lamppa	Pfizer	Great program! Outstanding instructors!
Elizabeth Maher	Wayland High School Wayland, MI	Eileen was great! :-)
Andrea Minor-Walters	Chippewa Valley Schools Macomb, MI	Eileen Buckley is amazing. The connection she made with me IS very important to me. I feel I could contact her anytime if I ever need help or advice.
Holly Roper	Carter Middle School Warren, MI	I am very happy with the quality of my education at WMU. I would be interested in taking an intern in the near future.
Kenneth Schau	Sturgis Public Schools Sturgis, MI	The CTE courses provided me with real-life knowledge and real-life experience relative to my current position and teaching in general!
Sheila Semelsberger	Dakota High School Macomb, MI	Eileen and Carl were both really helpful and good people to know.
Corban Smiertka	West Ottawa Public Schools Holland, MI	I can't wait to get started on my Masters in CTE at the GR campus of WMU. My undergrad experience was great! I enjoyed having instructors who cared about me.
William Tiefenbach	Watervliet Middle School Watervliet, MI	Instructors are very knowledgeable, helpful, and always willing to go out of their way. The program is excellent and I truly feel that I received an excellent education.
Ginger VerHage	Moore Electrical Service Kalamazoo, MI	I had an excellent experience during my CTE education. I felt I was well prepared to pursue a career in business education with my personal experiences and your instruction. My decision to not have a career currently in education is strictly a personal decision. I have young children

		and my current employer allows me to work part-time with an extremely flexible schedule so I can be with my 2 daughters. Keep up the good work!
Amy Waugh-Miglinas	Strater Hotel Durango, CO	I always enjoyed my CTE classes. They were very real and I felt as though the knowledge attained could actually be used. And it has. Hi Eileen. :-)
Jesse Webb	Garrett-Keyser-Butler Community Schools, Garrett, IN	I wish I would have been told about the vocational endorsement earlier in my career at WMU instead of when I was interviewing for jobs. The special needs classes are very useful for CTE majors. All education students should have to take a special needs training class like the ones offered through the CTE department at WMU.
Barbara Woltjer	Interning 12/8/01	I truly enjoyed the classes through the CTE program. The knowledge taught in these classes helped make the transition from student to intern pretty smooth. I expect the 'major' transition from intern to teacher will be just as enjoyable.

2000 Graduate Followup Statistics

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